

<b>National Curriculum</b>	<b>LOCATIONAL KNOWLEDGE</b>		
	<p><b>EYFS:</b> ELG: Children at the expected level of development will be able to describe their immediate environment, using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p><b>KS1:</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's seven continents and five oceans.</p>		
	<b>FOUNDATION STAGE GEOGRAPHERS CAN:</b>	<b>Year ONE GEOGRAPHERS CAN:</b>	<b>YEAR TWO GEOGRAPHERS CAN:</b>
<b>UK land knowledge and understanding</b>	<p>ELG: Children at the expected level of development will be able to describe their immediate environment, using knowledge from observation, discussion, stories, non-fiction texts and maps. <i>Teaching points – Children will learn about the different parts of their school including the classroom, playground, toilet and dining hall. Children will understand where they live in relation to school i.e. I live close to school and I can walk to school. I live near the park. Children will understand that lots of houses make our city called Derby. Children will be able to talk about familiar local landmarks – mosque, school, park, road and shops.</i> <i>Vocabulary: classroom, school, toilet, playground, dining hall, house, road, shop, park, mosque, town and Derby.</i></p>	<p>Know the names of and can locate on a map the four countries that make up the UK (England, Wales, Scotland and Northern Ireland.) <i>Teaching points – Children will know that England is the biggest part of the UK and the part of the UK that we live in, Wales is the smallest part of the UK, Scotland is at the top of the UK and Northern Ireland is separate and over the sea.</i></p>	<p>Know the name of and locate on a map the four capital cities of England, Wales, Scotland and Northern Ireland (London, Cardiff, Belfast and Edinburgh). <i>Teaching points – children will know which part of the UK has which capital city i.e. England's capital city is London.</i></p>
<b>Marine knowledge and understanding</b>	<p>ELG: Children at the expected level of development will be able to describe their immediate environment, using knowledge from observation, discussion, stories, non-fiction texts and maps. <i>Teaching points – Children will understand that Derby is not near the seaside.</i> <i>Vocabulary: sea, sand, beach, travel and map.</i></p>	<p>Know and name the three main seas that surround the UK and locate them on a map (North Sea, English Channel and The Irish Sea).</p>	<p>Know, name and locate the five oceans (Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean and Southern Ocean). <i>Teaching points – Children will know that the Pacific Ocean is the largest ocean in the world and the Arctic Ocean is the smallest ocean in the world and they will be able to locate the five oceans on a world map or atlases.</i></p>
<b>World knowledge and understanding</b>	<p>ELG: Children at the expected level of development will be able to describe their immediate environment, using knowledge from observation, discussion, stories, non-fiction texts and maps. <i>Teaching points – Children will understand that we live in Derby and that Derby is on a planet called Earth.</i> <i>Vocabulary: Earth, planet, Derby, globe and space.</i></p>		<p>Know, name and locate the world's seven continents (North America, South America, Africa, Europe, Asia, Australasia and Antarctica) <i>Teaching points – Children will know that we live on the continent of Europe. Children will know that Asia is the largest continent and Australasia is the smallest continent in the world.</i></p>

<b>National Curriculum</b>	<b>PLACE KNOWLEDGE</b>		
	<p><b>ELG</b> Children at the expected level of development will be able to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate- maps.</p> <p><b>KS1:</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p>		
	<b>FOUNDATION STAGE GEOGRAPHERS CAN:</b>	<b>YEAR 1 GEOGRAPHERS CAN:</b>	<b>YEAR 2 GEOGRAPHERS CAN:</b>
	<p>ELG: Children at the expected level of development will be able to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate- maps. <i>Teaching points – Children will understand that we have and use different types of transport to reach other countries. Children will understand that different places have different features i.e. houses, beaches, forests and seas.</i> <i>Vocabulary: sea, house, forest, beach, car, train, ship, aeroplane and taxi.</i></p>	<p>Know features of hot and cold places in the world in relation to the equator (snow, ice, sand, desert and weather). <i>Teaching points – children will begin to understand that cold places (Arctic) are far away from the equator and hot places (Rio) are near the equator and begin to compare the weather features of both places.</i></p>	<p>Know and describe, using the geographical vocabulary weather, population, land use and housing, the main differences between a place in England (Derby) and that of a small place in a non-European country (Australia). <i>Teaching points – Children will know that Derby is not by the sea and the main river in Derby is the River Derwent. Children will know that Derby has a cathedral and university and it is a high industry area with companies such as Rolls Royce and Toyota. They will know that Derby has a large residential</i></p>

			<p><i>population and its landscape is mainly residential and industrial.</i></p> <p><i>Teaching points – Children will know that the capital of Australia is Canberra and is surrounded by sea and has beaches and that it is a popular tourist destination. Children will know and recognise the Great Barrier Reef and understand that Australia has a varied landscape of mountains, deserts and beaches.</i></p> <p><i>Children will know that Australia is split into territories and how the land us of the outback is predominantly agricultural.</i></p> <p>Explain own opinions of their local environment and its advantages and disadvantages.</p> <p><i>Teaching point- Children will be able to express their own opinions about their local environment either verbally or within their writing using the language housing, green space, amenities and communities.</i></p>
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<b>National Curriculum</b>	<p><b>HUMAN and PHYSICAL GEOGRAPHY</b></p> <p><b>EYFS:</b> ELG: Children at the expected level of development will understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p><b>KS1:</b> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather city, town, village, factory, <b>farm, house</b>, office, port, harbour and <b>shop</b>.</p>		
	<b>FOUNDATION STAGE GEOGRAPHERS CAN:</b>	<b>YEAR 1 GEOGRAPHERS CAN:</b>	<b>YEAR 2 GEOGRAPHERS CAN:</b>
	<p>ELG: Children at the expected level of development will understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p><i>Teaching points – children will be able to identify seasonal and daily weather patterns within the local area. They will know that the weather changes throughout the year as do the trees and plants. They will know that we wear different clothes at different times of the year. They will know that we play different activities outside as the seasons change.</i></p> <p><i>Children will use simple language to describe the physical and human features of their local environment using the language school, classroom, park, tree, grass, plant, house, road and car.</i></p> <p><i>Vocabulary: year, season, autumn, winter, spring, summer, leaves, blossom, grow, change, cold, frost, snow, rain, fog, hot, sun, classroom, park, school, tree, grass, plant, house, road and car.</i></p>	<p>Name the seasons (Spring, Summer, Autumn and Winter) and know which the hottest and coldest season is in the UK.</p> <p><i>Teaching points:</i> <i>Children will know that there are 4 seasons and the months these seasons fall into – Autumn (September to November), Winter (December to February), Spring (March to May) and Summer (June to August).</i></p> <p><i>Children will know the following for each season:</i> <i>In Autumn - The temperature beings to fall, which means it gets colder. The days get shorter and the nights get longer. There are more clouds in the sky during autumn compared to the summer.</i></p> <p><i>In Winter - As the seasons change from autumn to winter it gets colder still - this is because the temperature has fallen. Sometimes, it can freeze overnight and, in the mornings, there may be ice and frost. The days get shorter and the nights get longer. Winter has the shortest days and the longest nights of all the seasons. The weather may be windy, rainy and chilly. Sometimes it also snows.</i></p> <p><i>In Spring - As the seasons change from winter to spring, it gets warmer and the temperature begins to rise. The days become longer and the nights become shorter. The weather</i></p>	<p>Know and identify the physical features from pictures and other mediums: lake, island, valley, river, cliff, ocean, coast, hill and vegetation.</p> <p>Explain the advantages and disadvantages of living in a city (Derby) or village (Brailsford) in relation to amenities, housing, green land and jobs.</p> <p><i>Teaching points- Children will be able to explain the disadvantages and advantages of both places using the language shops, amenities, community, transport, industry and green space.</i></p> <p>Identify the daily weather patterns of where they live in the UK (Derby) and compare this to a contrasting country (Sydney, Australia)</p> <p><i>Teaching points – children will revisit the main weather symbols from FS &amp; Year 1 and they will keep a weather diary for one week and they will compare the weather in Derby to the weather in Sydney Australia.</i></p>

		<p><i>may be slightly sunny but still a little windy and rainy on some days.</i></p> <p><i>In Summer - As the seasons change from spring to summer it gets warmer still - this is because the temperature has risen. The days get longer and the nights get shorter. Summer has the longest days and the shortest nights of all the seasons. The weather may be hot and sunny. There may not be many clouds in the sky.</i></p> <p>Know and recognise the weather symbols stormy, cloudy, thunder, lightning, hail and frost. (<b>sun, rain, wind and snow these are revisited from FS</b>).</p> <p><i>Teaching points – children will know and be able to use these weather symbols when keeping a weather diary for Derby across a given week.</i></p> <p>Know, understand and use the basic geographical vocabulary: sea, soil, season, weather, desert, sand, snow, ice, land, country and mountain.</p>	<p>Revisit the 4 seasons of the year (from FS &amp; Year 1) and be able to contrast our seasons to that of a country there are studying (Australia)</p> <p><i>Teaching points – Children will know that when we have our Winter Australia is having their Summer and this is because the Earth is tilted and we will have tilted away from the sun and Australia will have tilted towards the sun.</i></p> <p>Use basic geographical vocabulary to refer to: city, town, village, factory, office, port, harbour, forest, terraced house, semi – detached, detached, flat, continent, ocean, transport, industry, community, lake, island, valley, river, cliff, ocean, coast, hill, vegetation and capital city.</p>
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<b>National Curriculum</b>	<p><b>SKILLS AND FIELD WORK</b></p> <p><b>EYFS:</b> ELG: Children at the expected level of development will be able to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate- maps.</p> <p><b>KS1:</b> Use world maps, atlases and globes Use simple compass directions Use aerial photos, construct simple maps Undertake simple fieldwork within school locality</p>		
<b>Using globes, maps and plans</b>	<p><b>FOUNDATION STAGE GEOGRAPHERS CAN:</b></p> <p>ELG: Children at the expected level of development will be able to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate- maps.</p> <p><i>Teaching points – Children will be able to use and look at maps within stories and discuss what they can see depending on the story chosen.</i> <i>Children will be able to navigate control vehicles around large maps and discuss where their vehicle is going.</i></p>	<p><b>YEAR 1 GEOGRAPHERS CAN:</b></p> <p>Know and use world maps and atlases to identify the UK and its countries. <i>Teaching points – children will be able to locate England, Wales, Scotland and Northern Ireland on a map or atlas.</i></p> <p>Know their address, including postcode and use this within their writing.</p>	<p><b>YEAR 2 GEOGRAPHERS CAN:</b></p> <p>Use world maps, atlases and globes to identify the 7 continents of the world (North America, South America, Africa, Europe, Asia, Australasia and Antarctica) and the 5 oceans (Atlantic Ocean, Pacific Ocean, Arctic Ocean, Southern Ocean, Indian Ocean).</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and the basic human and physical features around their local environment. <i>Teaching points- children will be able to recognise the features of road, buildings, houses, shops, park, trees and schools.</i></p>
<b>Map Skills</b>	<p>ELG: Children at the expected level of development will be able to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate- maps.</p> <p><i>Teaching points – Children will create their own imaginary maps and discuss the key features they have imagined, drawn or created using the vocabulary they have learn within the subject area i.e. house, school, tree, beach.</i></p> <p><i>Vocabulary: house, school, tree, beach, road, sea, sand, forest, school, playground and house.</i></p>	<p>Know and use the terminologies; left and right; below, next to, near and far to explain where a location is.</p> <p>Construct simple maps of their school with basic symbols.</p>	<p>Know and use simple compass directions N, S, E, W.</p> <p>Construct maps of the local environment with simple keys</p>

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Fieldwork	<p>ELG: Children at the expected level of development will be able to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate- maps.</p> <p><i>Teaching points – Children will go on local trips around Derby (Magical Mystery Tour) and discuss what they can see using geographical language. Children will go on a trip to the farm and discuss what they can see i.e. animals, road, building, field and house.</i></p> <p><i>Vocabulary: road, house, school, park, tree, car, animal, plant, field, bus and building.</i></p>	<p>Use first hand observation to investigate places – school’s grounds, park, the streets and the local environment.</p> <p>Undertake simple fieldwork within school locality</p> <p><i>Teaching Points – children will walk around the school and immediate school environment and communicate their knowledge about their locality.</i></p>	<p>Use simple field work and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p><i>Teaching points- children will be able to observe and discuss the key human and physical features around them using the language roads, buildings, playground, trees, park and shops.</i></p> <p>Undertake simple fieldwork within school locality</p> <p><i>Teaching Points – Children will walk around the local environment (Normanton) and complete a survey to express their opinions about their local area and complete a questionnaire to ask others about their opinions on their locality.</i></p>
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National Curriculum	<p><b>LOCATIONAL KNOWLEDGE</b>          Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>			
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	YEAR THREE GEOGRAPHERS CAN:	YEAR FOUR GEOGRAPHERS CAN:	YEAR FIVE GEOGRAPHERS CAN:	YEAR SIX GEOGRAPHERS CAN:
UK land knowledge and understanding	<p>Know the names of and locate a number of the main counties (Derbyshire, Nottinghamshire and Lancashire) and at least six cities in England (Derby, Nottingham, Birmingham, London, Manchester and Bradford).</p> <p><i>Teaching points – Children will know that London is the capital city and the largest city in the UK. Children will know that Birmingham and Manchester are secondary capitals and are hubs for businesses, culture and infrastructure. Children will know the name of the county they live in (Derbyshire).</i></p>	<p>Know where the main mountain regions are in the UK (Lake District, Pennines and Cairngorms).</p> <p><i>Teaching points – Children will know that the Lake District is England’s largest national park and it is home to England’s highest peak Scafell Pike. Children will know that the mountains in the Pennines are not very tall and are often called hills. Children will know that the Cairngorms are home to 5 of the 6 highest mountains in Scotland and home to one quarter of the UK’s rare and endangered animal species.</i></p> <p>Know, name and locate at least six counties in the UK (Anglesey, Lincolnshire, Staffordshire, Devon, Yorkshire and Gloucestershire) and create a mileage chart to represent their distances from Normanton.</p> <p><i>Teaching points – Children will know that Yorkshire is the largest county in England and Lincolnshire is the second largest county in England.</i></p>	<p>Know, name and locate the main regions and key land patterns in the UK:            Agricultural – Yorkshire and Wales.            Forest – Sherwood, Galloway.            Residential – Derby and London.</p>	

<p><b>Marine knowledge and understanding</b></p>	<p>Know, name and locate the main rivers in the UK (Thames, Trent and Severn).</p> <p><i>Teaching points – Children will know that the River Severn is the longest and widest river in the UK. Children will know that two thirds of London’s drinking water comes from the River Thames.</i></p> <p>Name and locate a number of the world’s famous rivers, including the Nile (Nile, Amazon, Mississippi and Ganges).</p> <p><i>Teaching points – Children will know that the Nile is the longest river in the world. Children will know that the Amazon river crosses through a number of countries (including Ecuador, Peru and Brazil) and that it used to flow in the opposite direction over 100 million years ago. Children will know that the Ganges is the most sacred river in the world for many Hindus.</i></p>			
<p><b>World knowledge and understanding</b></p>	<p>Know about, locate and name some of the world’s most famous volcanoes (Mount Vesuvius, Mount Etna and Mount Fuji)</p> <p><i>Teaching point – Children will know how these impact both the human and physical geography of their surrounding areas i.e. landscape, tourism and land use. Children will know that Mount Fuji is the 4<sup>th</sup> largest volcano in the world. Children will know that Mount Etna erupts on average once a year and one eruption killed 20,000 people. Children will know that Mount Vesuvius is made up of 2 volcanoes.</i></p>	<p>Know and locate where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map.</p> <p>Know, name and locate some of the countries (and their continents) that sit on the equator and their physical and human geographical characteristics (Uganda, Kenya, Ecuador and Colombia).</p> <p><i>Teaching point – Children will know that these places experience little seasonal change throughout the year. Children will know that these places experience the same day and night hours throughout the year.</i></p> <p><i>Physical features – Children will know that all these countries have wet and dry seasons throughout the year. They will know that Uganda is a land locked country and it is a flat country. They will know that Kenya, Ecuador and Colombia all have coastal borders and have very varied landscapes including mountains, beaches and deserts.</i></p> <p><i>Human features – Children will know that Uganda is one of the most populated countries in Africa however it is one of the poorest countries in the world.</i></p> <p><i>Children will know that Kenya is a large tourist destination for safari as they have over 40 national parks for animals and birds. Kenya is also one of the only places to offer free education for children.</i></p> <p><i>Children will know that most people in Ecuador live in the major cities and only 10% of children go to secondary school as they need to work in order to help their families.</i></p> <p><i>Children will know that Colombia export goods all over the world and work closely with the USA. They export most of the world’s coffee.</i></p>	<p>Know, name and locate on a map a number of countries of the world (China, USA, Brazil, Egypt) and some of their key defining physical and human characteristics.</p> <p><i>Teaching points – children will know that China has many diverse physical features i.e. snow-capped mountains, sand dunes and large populated cities.</i></p> <p><i>Human feature - Children will know that The Great Wall of China is in China and it is a large tourist destination.</i></p> <p><i>Physical feature - Children will know that the USA is coastal on 3 sides and it has the Atlantic Ocean on the East, The Pacific Ocean on the West and the Gulf of Mexico to the South and it is also home to deserts and mountains.</i></p> <p><i>Human feature - Children will know that the USA is home to The White House and Mount Rushmore.</i></p> <p><i>Physical feature - Children will know that Brazil is in South America and is it close to the equator. They will know that Brazil is home to the Amazon Rainforest.</i></p> <p><i>Human feature – Children will know that Brasilia is the capital of Brazil and it has large sprawling areas of houses and infrastructure.</i></p> <p><i>Physical feature - Children will know that Egypt is on the continent of Africa and it has a warm climate.</i></p>	<p>Identify the position and significance of Prime/GMT day and night.</p> <p>Know, name and locate a number of South and North American countries (Canada, Mexico, USA, Argentina and Brazil).</p> <p><i>Teaching point – Children will be able to compare the similarities and differences between a Northern American and Southern American country based on weather, population, tourism, land use and either physical or human landmarks.</i></p> <p>Locate the Artic and Antarctic circle on a map and how this has and may change over time due to environmental factors.</p> <p><i>Teaching points- children will know that the polar ice caps are melting as a result of climate they will be able to discuss their role and responsibilities around the slowing and prevention of climate change.</i></p> <p>Know the names of and locate on a map a number of capital cities of the world (Beijing – China, Washington DC – USA, Brasilia – Brazil, Cape Town South Africa) and</p>

		<p>Know what is meant by the term ‘tropics’ (A region of the Earth near to the equator between Cancer and Capricorn).</p>	<p><i>Human feature – Children will know that Egypt is home to the pyramids.</i></p> <p>Know, name and locate four countries from the southern and four from the northern hemisphere (USA, China, Egypt, Pakistan, Peru Australia, Costa Rica and New Zealand).</p> <p><i>Teaching point – Children will be able to observe and discuss these countries in relation to each other and countries they have previously studied, using the language, equator, weather, continents, oceans and compass directions. i.e China is in the continent of Asia, which is the biggest continent in the world. Whereas Australia is in the smallest continent of the world Australasia. Unlike china, Australia is in the southern hemisphere and is closer to the equator.</i></p>	<p>their defining geographical landmarks.</p> <p><i>Teaching points – children will be able to locate these countries and their capital cities on a map or an atlas and draw upon previous knowledge to discuss where they are in relation to each other using the language, equator, weather, continents, oceans and compass directions.</i></p> <p><i>Children will know that the Whitehouse and the Needle are key landmarks in Washington DC. Children will know that Brasilia Cathedral is in Brasilia. Children will know that one of the main human geographical features of Beijing is the Olympic National Stadium (Bird’s nest) which was first city to host both the summer and winter Olympic games in 2008. Children will know that Table Mountain is situated in Cape Town and is thought to be one of the oldest mountains in the world.</i></p>
<b>Europe knowledge and understanding</b>	<p>Know the names of and locate at least six European countries (France, Spain, Italy, Germany, Slovakia and Poland) and their capital cities (Paris – France, Madrid – Spain, Rome – Italy, Berlin – Germany, Bratislava – Slovakia and Warsaw – Poland).</p>	<p>Know and locate Russia on a map.</p> <p><i>Teaching points – children will know that Russia is in both Europe and Asia. Children will know that Russia has extreme winters and they will know that the capital of Russia is Moscow.</i></p>	<p>Know, name and locate a number of European countries and their capitals (Denmark – Copenhagen, Finland – Helsinki, Norway – Oslo and Latvia – Riga).</p>	

<b>National Curriculum</b>	<b>PLACE KNOWLEDGE</b>			
	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America			
	<b>YEAR 3 GEOGRAPHERS CAN:</b>	<b>YEAR 4 GEOGRAPHERS CAN:</b>	<b>YEAR 5 GEOGRAPHERS CAN:</b>	<b>YEAR 6 GEOGRAPHERS CAN:</b>
	<p>Know the physical and human geographical similarities and differences between cities in the UK (London and York).</p> <p><i>Teaching points – Children will know and understand the difference in population, land use, physical features, tourism and transport for both London and York. Children will know that many people within the centre of London travel by tube, train or bus. Children will know London is the city in the UK with the biggest population and York is much smaller in size. Children will be able to name key tourist places in London such as Big Ben, London Eye, Buckingham Palace and Houses of Parliament. They will also be able to name key tourist places in York such as York Minster, York Castle Museum, Yorvik Viking Centre and Clifford’s Tower. Children will know that York has a</i></p>	<p>Compare living in the UK and a Mediterranean country (Italy).</p> <p><i>Teaching points – Children will be able to compare Italy and the UK using the geographical vocabulary: climate, population and weather in addition to comparing their physical features using the language – beach, forest, coast, field and sea. Children will be able to discuss the advantages and disadvantages of living in both places based on their own opinions.</i></p>	<p>Compare and understand how the River Nile has changed over time and its impact on human resources and opportunities and physical variation.</p> <p><i>Teaching points – children will know that the River Nile has provided water to its surrounding area for thousands of years and it has helped turn a dry area into lush agricultural land which ancient populations relied upon. They will then compare this to how the River Nile is used today i.e. trade and tourism.</i></p> <p>Know how hot weather and climate affects human activities, including where food is grown and how this has and may change over time due</p>	<p>Know why some cities (London) and rural environments are similar and dissimilar in relation to their human and physical features using the key language population, transportation and amenities. (Industrial revolution topic)</p> <p><i>Teaching points – Children will know that both London &amp; rural areas are populated however London has a larger population of people due to its transport links, job opportunities and businesses. Children will know that both areas have transportation however they will study the</i></p>

	<p><i>large areas of agricultural land compared to that of London.</i></p>		<p>to climate change, technology and the increased demand for exotic food.</p>	<p><i>underground in London and why this is such a popular mode of transport. They will also discuss why people who live in rural areas are more likely to own/use a car.</i></p> <p>Know key differences between living in the UK and in a country in either North or South America (Mexico).</p> <p><i>Teaching points –Children will be able to compare these places using the language: weather – The UK has variable seasonal change and the temperature fluctuates from season to season whereas in Mexico they have a rainy and a dry season however the temperature remains relatively consistent. Population - The UK is a smaller country than Mexico however the UK has a larger population. They will also know that most of Mexico’s population reside in the larger cities due to job opportunities and amenities. Language – The UK’s main language is English whereas the main language in Mexico is Spanish. Physical features – Mexico has rugged mountains, deserts &amp; low coastal plains. UK consists mainly of low land terrain. Economy – Mexico is a developing country and it has a developing economy. The UK is a settled economy and is one of the most dominant economies in the world.</i></p>
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<p><b>National Curriculum</b></p>	<p><b>HUMAN and PHYSICAL GEOGRAPHY</b></p>			
	<p>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>			
	<p>Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>			
<p><b>Physical Geography</b></p>	<p><b>YEAR 3 GEOGRAPHERS CAN:</b></p>	<p><b>YEAR 4 GEOGRAPHERS CAN:</b></p>	<p><b>YEAR 5 GEOGRAPHERS CAN:</b></p>	<p><b>YEAR 6 GEOGRAPHERS CAN:</b></p>
	<p>Know about and describe the key aspects of earthquakes and volcanoes (tectonic plates, epicentre, focus, fault line, core, lava, magma, crater, vent, ash cloud and summit).</p> <p>Know and label the main aspects of a river (meander, tributary, estuary and oxbow lake) and how these bring about spatial variation and change over time.</p>	<p>Know about and understand the formation of mountains.</p> <p><i>Teaching Points – Children will know that mountains are areas of land that are much higher than the areas surrounding them. Children will know that mountains are formed when the Earth’s crust is forced up in big folds or forced up or down in blocks. Children will know that mountains form</i></p>	<p>Know about climate zones, biomes and vegetation belts in mountainous regions.</p> <p><i>Teaching point- Children will know that a biome is a large area characterised by its vegetation, soil, climate and wildlife. Children will know that climate zones are areas with distinct climates that sit</i></p>	<p>Know, name, locate and study world biomes and climate zones.</p> <p><i>Teaching points- Children will know the 4 major climate zones and be able to name a country within each zone- tropical zone (Mexico), sub</i></p>

	<p><i>Teaching Points – Children will know that as a river flows it erodes the soil, ground or rock around it which causes the river to cut its own channel into the ground and therefore over time a rivers path can change due to erosion. Children will know that a gorge is a steep sided river valley. Children will know that a meander is a curve or bend in the river. Children will know that the mouth of the river is where the river meets a larger body of water i.e. lake, sea or ocean. Children will know that an oxbow lake is a U-shaped lake or pool that forms when a meander of a river is cut off. Children will know that a tributary is a smaller river or stream that joins a larger river. Children will know that an estuary is an area of freshwater that meets the ocean.</i></p>	<p><i>over millions of years and they are not all the same. Children will know that there are different types of mountains; block, dome, fold and volcanic. Children will know that the highest mountains are formed by tectonic plates pushing together and forcing the ground up where they meet.</i></p> <p>Know the names and locate on a map a number of the world’s most famous mountainous regions (Alps, Himalayas and Rockies).</p> <p><i>Teaching points – Children will know that the Alps are the highest and most extensive mountain range system. They will know that the Alps lie entirely in Europe and lie across 8 countries (France, Switzerland, Monaco, Italy, Austria, Germany, Slovenia and Liechtenstein.) Children will know that the Himalayas is home to the world’s highest peak Mount Everest. Children will learn that the Rockies supply one quarter of the United States water.</i></p> <p>Know and explain the features of a water cycle. Children will be able to use a diagram/ picture of the water cycle to discuss the process using the language condensation, evaporation, precipitation.</p> <p><i>Teaching point- Children will be able to use the key language in the water cycle to help them explain what happens from the start to the end. They will be able to explain that it starts with evaporation, when water (in the form of oceans, lakes, rivers, puddles) is heated by the sun. Children will explain that condensation is the next phase of the water cycle is when the water cools down and is stored within/ as the clouds as water droplets. Children will be able to finish the process by explaining the water droplets get too heavy and are released in one of the many forms of precipitation (rain, snow, sleet or hail).</i></p>	<p><i>laterally around the globe. They will know that there are 4 major climate zones- tropical zone, sub tropics, temperature zone and cold zone. Children will know that a vegetation belt is the plant life within a biome.</i></p> <p>Label layers of a rainforest and know what deforestation is and how this effects climate change.</p> <p><i>Teaching point – Children will be able to understand and articulate what deforestation is and use their knowledge to explain how deforestation effects climate change and their role within this. Children will know the 4 layers of a rainforest are the forest floor, understory, canopy and emergent.</i></p> <p>Know what is meant by biomes and what are the features of a specific biome.</p> <p><i>Teaching point- Children will know that a biome is a large area characterised by its vegetation, soil, climate and wildlife. Children will focus on the rainforest biome and will know that tropical rainforests are both hot and wet all year round and that they are home to half the different types of plants and animals on the planet.</i></p>	<p><i>tropics (Argentina), temperate zone (Canada) and cold zone (Russia). Children will know and name the six different types of biomes; rainforest, desert, savannah, woodlands, grasslands and tundra.</i></p> <p>Know the names of and locate some of the world’s deserts (Antarctic, Arctic, Chihuahuan (Northern Mexico) and Sonoran (Northern Mexico &amp; Arizona) and how these are changing over time.</p> <p><i>Teaching points – Children will know that these deserts are changing over time due to climate change and human land use. Children will know that the Antarctic desert is the largest desert on Earth and has less than 5cm of rain annually. Children will know that the Chihuahuan desert has over 3,500 species of plant. Children will know that the Sonoran desert receives more rainfall than any other desert.</i></p>
			<p>Know how humans use of land affects environments, linked to economic activity including trade and transport links, and the distribution of natural resources; food, minerals and water.</p> <p><i>Teaching points- Children will look at the deforestation of the Amazon Rainforest as a result of humans, trade, transport and distribution of natural resources (soy bean production) and its impact on the forest, climate change, plants and animals.</i></p>	<p>Know why our industrial areas and ports are important to human life and how these have changed over time due to technological changes.</p> <p><i>Teaching points- Based upon industrial revolution topic, children will know and discuss technological changes in relation to railways, machines and factories and how these created new industrial areas within the UK. Children will know current cities in the North of England were once towns and villages but due</i></p>

			<p><i>to their large populations, large green spaces and links to transportation factories were built there during the Industrial Revolution. They will know that Sheffield had large steel factories, Manchester had large cotton factories and Derby became the centre for the British Railway Industry. They will then be able to discuss how our industries have changed today and how most of our factories in Sheffield and Manchester have shut due to cheaper labour and supplies elsewhere in the world.</i></p> <p><b>Know the main human and physical differences between developed (UK) and third world countries (Mexico) in relation to – crime, poverty line, geographical size, population, education, economy and extreme weathers.</b></p> <p><i>Teaching Points – Children will be able to compare Mexico and the UK using the following key talking points of:</i></p> <p><i>Crime – Mexico has a higher crime rate than the UK.</i></p> <p><i>Poverty Line – In Mexico people are 4 times more likely to be living below the poverty line compared to the UK.</i></p> <p><i>Geographic size – The UK 8 times smaller than Mexico.</i></p> <p><i>Population – Mexico has nearly double the population than that of the UK and this is concentrated within its major cities.</i></p> <p><i>Education – In Mexico children are 30 times more likely to be out of primary education than in the UK.</i></p> <p><i>Economy – The UK's main economy is finance compared to Mexico which is agriculture and industry.</i></p> <p><i>Extreme Weather – Mexico is more likely to experience cyclones, heat waves and floods.</i></p> <p><i>Children will be able to use these to formulate an opinion on life within the two countries i.e. "I feel living in the UK would provide me with more opportunities because it has a better</i></p>
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<b>National Curriculum</b>	<p><b>SKILLS and FIELDWORK</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>			
	<b>Using globes, maps and plans</b>	<b>YEAR 3 GEOGRAPHERS CAN:</b> Use maps, atlases, globes and digital technology (Google Earth and Google Maps) to locate places that have been studied within this year group.	<b>YEAR 4 GEOGRAPHERS CAN:</b> Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian  Know how to use sketch maps and symbols for a key to record geographical features and places. Know how to use an atlas and digital technology to investigate key places that have been studied within this year group.	<b>YEAR 5 GEOGRAPHERS CAN:</b> Know how to use an atlas and digital technologies to find, investigate and compare places that have been studied within the year group.
<b>Map Skills</b>	Know and name the eight points of a compass (North, South, East, West, North East, North West, South East and South West)	<p>Know how to plan a journey within the UK using maps, atlases and digital technology (Google Earth and Google Maps).</p> <p>Use the eight points of a compass to locate a feature or place on a map (North, South, East, West, North East, North West, South East and South West)</p>	<p>Know how to use graphs and charts to record features of temperature and rainfall across the world.</p> <p>Know how to use six-figure grid references to locate features and places on a map</p>	<p>Know what most of the ordnance survey symbols stand for – footpath, motorway, place of worship, railway, building, bus station, water, sand, country park, campsite and museum.</p> <p>Know how to use lines of longitude and latitude or grid references to locate places or features on a map</p>
<b>Fieldwork</b>	<p>Trip to Dovedale Ashbourne to observe the River Dove and the geographical processes (cave, meander) and how these are formed and changed over time.</p> <p>Children to use video, photographs and google maps to collect and analyse data gathered and create a presentation about the</p>	Use simple equipment, technology and apply mathematical skills in data handling to measure and record rainfall over a specific period of time and analyse the data gathered by creating an annual rainfall map for their local area (Derby UK) and use this data to compare it to a contrasting European country (Florence, Italy).	<p>Trip to one of the following</p> <p>Twycross Zoo – KS2 workshop life in the rainforest – focus on layers of the rainforest and the importance of biomes.</p>	<p>Ask and answer geographical questions to deepen their understanding about the countries studied and formulate hypotheses.</p> <p>Example questions: --Why does Mexico have a warmer climate than the UK?</p>

	<p>location, formation and their own experiences of the River Dove.</p>		<p>Cadbury Wold – KS2 Rainforests Educational Tour and Talk  <a href="#">Cadbury World: Rainforests School Trip and Talk</a></p> <p>PrimeVR virtual reality – Rainforest Rambler  <a href="#">Virtual Reality (VR) Workshops for Schools (primevr.co.uk)</a></p>	<p>- Where do most of the population of China live? Why?                  -What is Brazil’s main industry?                  -What cities sit on the border of South Africa and the rest of Africa..</p> <p>Use a range of field work and research techniques.  <i>Teaching Points – Children will use the following research techniques i.e. graphs, charts, digital mapping and surveys. Children will be able to analyse and present their findings using a range of computing programmes such as PowerPoint, Word, Excel or Publisher after fieldwork has been undertaken.</i></p>
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